

The Reality of Algerian Universities Doctoral Students Configuration

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Abstract

Algerian higher education institutions know rapidly enrolment in institutions of the sector, which was reflected on the relative increase in enrolment in doctoral programs, especially after the adoption of the reform of higher education system in accordance with the Bologna three-cycle approach (License, Master, Doctorate ?"system LMD?"). Therefore, through this article, we will try to provide detailed information about the reform of higher education system in Algeria to focus on reforms affecting doctoral programs. Also we will try to analyze reality Configure of doctoral students at the University of kasdi merbah Ouargla under transition and coexistence with doctoral programs in classical systems (doctorat of science) and new (doctorat LMD) highlighting the most important methods to evaluate, monitor and follow up the progress of the research work of doctoral students at the same University, in order to identify the problems hindering the completion of doctoral theses on time, and at last we will try to build a conceptual model that reflects our workflow system configures doctoral students in the light of our analysis and provide Conclusions, and recommendations will benefit both the Government and decision-makers in higher levels at Algerian universities, and students enrolled in doctoral programs now and later.

23

Index terms— institutions of higher education, an algerian university, doctoral students, configure doctoral students.

1 Introduction

urrently, universities face daunting challenges due to continued growth in national and international competition in the University sector, added to the high demands of stakeholders. In many countries, we note a change in policies of higher education, moving from State-controlled systems historically towards University embrace systems in accordance with the autonomy, accountability and quality assurance based on benchmarking with similar institutions.

Algeria, the same as if a State is not isolated from the outside world, it must keep pace with changes in their environment, both internal and external. And that the Algerian State had planned to implement a series of reforms which are essential for the path of establishment and evolution of Algerian University Institute in terms of their organizing, and their curricula since independence to the present day. This is evident through the definition of Algerian universities according to regulatory decrees known as follows: ' Algerian University is a public institution of a scientific, cultural, moral nature, and personality and professional financial independence' (law, No 900-5).

With the wave of reforms that have touched the higher education system in Algeria, universities faced many challenges arising from increasing enrollment of students in doctoral programs in recent years. Making the Algerian universities engaged in an initiative to promote graduate programs in various scientific and theoretical fields. This study discusses how Algerian universities dealing with strategies for configuring, monitoring and

8 B) STUDY BY YASMENA KHEDNH (2009), ENTITLED ' REALITY CONFIGURATION OF GRADUATE STUDENTS AT THE UNIVERSITY OF ALGERIA

43 evaluation of doctoral students to meet the challenges of maintaining quality and improve the timeline for
44 completion of graduate programs.based on above the study problem may be formulated as:

45 What is the reality of Configuring of the doctoral students in Algerian universities and what problems they
46 face? The subsidiary questions: 1. What are the strategies should be implemented for the configuration in the
47 doctorate in Algerian universities? 2. What are the problems of doctoral students in Algerian universities and
48 impeding scientific research completed on time? 3. What causes these problems? 4. What are the solutions and
49 proposals to address them?

50 II.

51 2 Study Methodology a) Historical Approach

52 To track and analyze the major developments and reforms which known by the Algerian university, focusing on
53 graduate degree (MS, MD, PhD science LMD system).

54 3 b) Descriptive Ethnography

55 or balathnologia meta we describe and analyse the strategies used to configure and evaluate the progress of
56 research work of doctoral students, the nature of this study we adopt ethnographic approach to that inquiry and
57 research curriculum aim not to reach the ultimate truth about the study, but strive to highlight the problem
58 which can be exacerbated in the future under the steady on doctoral programmes at universities. The researchers
59 will describe the phenomenon, analysis, and tracking patterns and make conclusions, appropriate signs, after
60 diagnosis of the nodes, and problems involving the phenomenon. This curriculum includes the field research idea,
61 done by the alathnologi researcher in the context of his relationship in the field. So the ethnographic researcher
62 duty becomes important as the descriptor and evaluator of habits and behaviors and reactions of people or groups
63 involved in the specific problem, and in certain contexts.

64 4 III.

65 5 Study Tool

66 Secondary data was collected through statistics of the Ministry of higher education and University kasdi merbah-
67 Ouargla, primary data through direct observation, interview is not destined for some doctoral students (LMD
68 system) University of kasdi merbah Ouargla anonymously.

69 During the time we spent at this University, focusing on the period from October 2012 to mid April 2015
70 we trace the behaviors, practices and discussions and interactions, reactions and automated communications,
71 formal and informal meetings that affect the formation of students PhD (LMD system) in kasdi merbah Ouargla
72 university. So we chose our search methodology should be located between the borders of qualitative research
73 which is considered a benchmark or devising tricky, no hypotheses ready beforehand in the mind of the searcher,
74 but there are certain phenomena in the intellectual format, the path is unclear, unspecified controlled phenomenon
75 largely without prior prediction results And the endings that will reach her and this just to understand the
76 problem and only between procedural and quantitative research designed to understand and participate in the
77 change process of configuring graduate students better, our study supported by some statistics available during
78 the previous and current years.

79 6 IV.

80 7 Previous Studies a) A study of ghina traf (2003) titled: ' graduate issues in

82 Syrian universities from the viewpoint of masters and doctoral students where the researcher addressed the
83 problem, the importance of study, its methodology and tools, and provided the most important results of some
84 previous studies Arabic and foreign, in order to answer the study questions, the researcher used a questionnaire
85 which was distributed to a sample of graduate in colleges in four universities (Damascus-Aleppo-Teshreen-Al-
86 Baeth), through analysis of the results she found that the main problems faced by graduate students are:

87 8 b) Study by Yasmena khednh (2009), entitled ' reality configuration of graduate students at the University of Algeria

89 Came about as an attempt to shed light on the configuration of University graduate students at the University
90 of Algeria through case study University of mentouri-Constantine-. Developing the theory explain the problem
91 in detail, various procedural concepts specific to the problem to be resolved, as was the signal to some models of
92 universities in the world, and then address the Algerian League concept and how it has evolved and strategies
93 conduct. In the last chapter the findings were analyzed after compiling 140 questionnaires and last reached the
94 following conclusions:

95 ? Algerian universities through a case study of mentouri University still maturing in terms of development
96 and underscore the programs and courses to graduate students in the first gradient (MA), these programs that
97 will set up an efficient framework that expects him to be a professor or an administrative framework on capacity
98 and efficiency of High scientific and Steering; ? graduate student in the first gradient (MA) at the University
99 of Algeria, seeks to improve the cognitive level, but the circumstances surrounding it does not help him on that
100 (lack of references-social conditions. etc.); ? teaching methods and styles of evaluation followed in Algerian
101 universities through mentouri University status, still ineffective and historicist to set up efficient framework it
102 fills the minds of students with information and do not leave them much room for creativity and self-reliance
103 and pursuit of creative scientific research and renewed; ? some blur in the application of the processes needed
104 to develop Algerian University University configuration, these processes which are the primarily for teaching
105 methods followed and the applicable evaluation and programs, and still inadequate to catch up with scientific
106 development occurring today in the world.

107 **9 c) Study (team of consultants, 2010) on the organisation of 108 doctoral programmes in EU neighbouring countries-Algeria**

109 This study addresses the realities of organizing doctoral programmes in neighbouring countries of the European
110 Union, and highlight the case of Algeria, have been through this study address feigned decisions and decrees
111 governing doctoral training in Algeria, as well as statistics about doctoral programs provided, Training duration,
112 funding, status of the doctoral candidates, their rights, their acceptance, supervision and monitoring and
113 evaluation. In the latter study found the strongest challenge which will face Algeria for PhD programs is shifting
114 towards new regulations PhD configuration (System LMD) that Algerian universities currently cohabitation
115 parallel models for graduate studies making this configuration a very complex process stage. As the study found
116 that the key to success lies in the ability of universities to set up appropriate administrative procedures and
117 provide faculty members responsible for overseeing future doctoral candidates. Add to that the study shed new
118 problem is how university administrators can control the average time to finish doctoral programs as specified in
119 the legislation (3 years).

120 V.

121 **10 Study Variables a) Higher education definition**

122 The first definition: tertiary education provided by universities, or any other recognized circular Foundation,
123 leads to a diploma (or) BSc (Bachelor's degree), or higher level qualification.

124 The Second definition: higher education means each style of composition or configuration for search offers
125 post secondary education level by institutions of higher education, formerly ensures higher education higher
126 configuration: higher gradient of composition (BA long, short range); higher configuration Beyond the gradient
127 (MS, PhD), and contributes to the ongoing configuration. Since the year 2008 became the Algerian higher
128 education in higher configuration ensures very clear legal studies in three phases.

129 **11 b) University Definition**

130 The first definition: a higher education institution, a number of different disciplines and faculties which normally
131 granted degree (BA -Bachelor -master -doctorate), academic courses with high standard. Some universities also
132 offer vocational education and training courses.

133 The Second definition: public institution of a scientific, professional, and cultural moral nature, with a
134 personality and financial independence, established by Executive Decree upon the proposal of the Minister
135 of higher education, and placed under guardianship, this Decree also specifies the number-based constituent
136 colleges and institutes and competence. The University holds higher configuration task, and scientific research
137 and technological development.

138 University is a scientific institution of higher education with a mission of scientific research and providing
139 service to the community and the environment, have legal personality and financial autonomy, composed of
140 colleges, institutes and various departments. At the end of first class degrees and postgraduate degree certificates.

141 **12 c) University Student**

142 The first definition: Registrar for degree in accordance with the regulations adopted by the institution of higher
143 education.

144 The Second definition: a student, every candidate for a certificate of higher education (diploma) systematically
145 recorded in an institution of higher education ??? which require enrollment at least bacholar. Students benefit
146 from education, research and the dissemination of knowledge and of cultural and sports activities.

147 Thus we can say that undergrad is everyone managed to pass the test at end of high school and fulfills
148 scientific competence by this certificate goes to College, according to his specialty. Student can be defined as
149 that of university educational process inputs which are expected to be high quality outputs correspond to the
150 labour market.

151 **13 d) Reality**

152 Wright defines reality as a sociological imagination which connects facts ideas creative link within the dialectical
153 process allows the seekersimultaneously -approach and avoids the phenomenon of study.

154 Marxist thought looking at reality as a holistic concept is to detect relationships between things that may
155 seem far apart and Marx referred that reality is man made and that this fact must accommodate the dual role
156 of man, as a product of life.

157 **14 e) Configuration in the Doctorate**

158 The configuration in the doctorate is a configuration in research and search includes deepening in knowledge
159 in a basic course, an introduction to the techniques of thinking and experimentation necessary for professional
160 activities in research, and allows for high scientific level competencies. Period of configuration in the doctorate
161 considered as professional experience in the sector of research and innovation, so that the holder at the end of
162 configuration has gained not only scientific and technical competencies in the field of research, but also other
163 skills necessary to lead a project independently.

164 In this study the configuration refers to a series of practices or adopting changes or modifications to the
165 system in accordance with the specific approach in order to change the current situation to the situation foreseen
166 in advance. As the evaluators must have (members of the composition of Scientific Council members, PhD)
167 Creative intellectual patterns, and functional leadership skills enabling them to contribute to the implementation
168 of the reform process of the Algerian system of higher education which is currently living with two organizational
169 models (doctor Classic system-LMD system).

170 **15 VI. Historical Background on Higher Education in Algeria**

171 Although the Algerian State in the year 1962 was in reconstruction, but they had a package of reforms focused
172 on expanding access to higher education for students, and the need to refine the institutional image without
173 giving up valuable traditions, and this was among the most important major objectives that was based on the
174 development of higher education since 1962: democratization and the butchery and localization. In addition
175 to the scientific and technical orientation adopted being the choice has significant impact in importance to
176 the decision process in the economic and social development, and manufacturing effort, and valorization of the
177 natural and human resources and we can mention these successive reforms in four phases as follows (Ministry of
178 Higher Education and Scientific Research, Algeria, 2014): First Phase: was the establishment of the National
179 University, where the higher education institutions in the beginnings of national building and stationed in limited
180 areas of the home. Second phase: this phase began after the actual appearance of the concept of the Algerian
181 League with the creation of the Ministry of higher education and scientific research year 1970 which led to the
182 launch of major reform of higher education system in the year 1971 (restructuring), which focused on four main
183 axes: rework Configuration software, new pedagogical planning study, intensify development in higher education,
184 a comprehensive reorganization of the University structures. And strengthening and repositioning of higher
185 education through University 1982 year mapping and updated year 1984.

186 Third Phase: support system and rationalize in line with shifts in both society and the economy. This has
187 been initiated through the enactment of law No 99-05 of 4 April 1999 and which includes the law of higher
188 education which included several articles that will open the future prospects of demographic development and
189 infrastructure level.

190 Forth Phase: which is the most important stage is designed to improve and enhance the quality of teaching
191 culture through a proactive approach in the global system, system master degree, PhD, who proceeded to apply
192 year 2004 and circulated to all academic disciplines except medical specialties.

193 After the reforms of Algerian University Institute University functions are selected and organized by Algerian
194 special rules, and functioning in reference texts within the Executive Decree number 03-279 dated 23 dated 2003
195 amended by Decree number Executive 06-343 dated 27 September 2006.

196 The aforementioned reform process can be seen as a synthesis of the different changes that aim to develop higher
197 education and enhance teaching quality since 1962 to this day, which we will show clear results in subsequent
198 paragraphs through development in the University Network teaching structures enumeration, Registered students
199 in different specialties and academic stages, and professors in various academic grades, the quality of research
200 output.

201 We can also say that the overall reform processes and even partial certainly it led to significant changes in
202 the job description for University leaders, through authorized expanded authority, put on extra responsibilities
203 and higher demands by various stakeholders from within and outside the University. This applies not only to
204 University Presidents, but also applies to the deans and department heads.

205 **16 a) Higher education in Algeria in figures**

206 According to the statistics issued by the Ministry of higher education and scientific research of Algeria (MESRS),
207 Algerian University network includes in 1961 only Algeria University , and its causing all of Oran and Constantine,
208 in the year 2014 Ministry of higher education includes (97) institution of higher education, spread over forty eight
209 (48) mandate via National territory. These institutions are distributed in the form of forty-eight (48) universities

210 and, ten (10) University centres, four (4) extensions, and twenty (20) top national school, seven (7) high schools
211 for teachers, and ten (10) preparatory schools, and three (3) preparatory schools. It was divided into three
212 according to areas firmly in line with social and economic fabric preparation of students.

213 **17 According to the latest statistics issued by the Ministry of 214 higher education and scientific research (MESRS) in**

215 The Reality of Algerian Universities Doctoral Students Configuration 2015, the total number of students enrolled
216 in higher education in Algeria is 1 340 000 students.

217 Apparent rapid expansion in the number of Algerian students year after year it has been numbered by census
218 year 1961 does not exceed 1317 students enrolled, and the number has doubled to about 1000 times in early 2008
219 total 1200 000 students, and rose up to 2013 year number 1 254 635 students, Make MESRS anticipates that up
220 to 2 000 000 students total student year 2020 if it continues growing enrolment in this fast pace (French Ministry
221 of Foreign and European Affairs).

222 As for the available configuration offers is 6881 Bachelor and master (341 professional degree 179 master and
223 3359 Bachelor and 3002 master Academy) and 591 display in PhD. The table above shows the growing rise in
224 student enrolment in tertiary education in various stages, also led to increased attention to strengthening the
225 material and financial means and even manpower for student service.

226 Professors in the Algerian education institutions increased from 298 Professor in 1962 to 40000 in 2011 and
227 bringing the number to 52 824 Professor in 2014/2015.

228 In terms of financial resources in the year 2013 the budget for higher education and research sector from the
229 State budget 264 582 513 000 dinars (? 2 462 486 720) equivalent to 6.1%. (In the year 1990 was 3.4%, the year
230 1999 was 4.8%, year 2006 amounted to 9%, 2011 reached 10%, year 2012 retreated 6%).

231 In 2008, the Government Decree allowed the establishment of private universities. As a result, higher education
232 in Algeria available legally by higher education institutions in the public and private sectors alike. But at
233 the moment there is no indication that there are offers for higher education or for doctoral studies by private
234 universities.

235 **18 b) Graduate Studies in Algeria**

236 The reforms have touched all levels of higher education, including most notably higher configuration beyond the
237 gradient over four (4) stages too: Phase 1: started by the issuance of Decree 76-43 of 20 February 1976, entitled
238 ' creating and organizing the first stage of study beyond the gradient ' because the year 1976 is the beginning
239 of organizing study after graduation in Algeria, the legislator has been limited at this stage to regulate only the
240 first phase. Master degree in various divisions, except medical sciences. Article 2 of the decree that the second
241 phase would be ' doctorate of science ', but not 87-70 Decree naming the second phase ' doctorate '. Phase 2:
242 after 87-70 Decree of 17 July 1987 titled ' gradient post studies, where added to the first stage, second stage and
243 call it ' doctorate of state ' plus another diploma known as ' specialized ' postgraduate diploma based wave of
244 institutions Social and economic at the same time aims at improving human resources and competencies. Phase
245 III: he Executive Decree number 98-254 dated 17 out 1998 on ' configuration in post-PhD, and specialized tertiary
246 rehabilitation gradient '. Phase IV: this phase was initiated by law no 08-06 of 23 January 2008, containing the
247 law for higher education, and organization of higher education in the field of higher configuration according to
248 three phases (Bachelor, master, doctorate) had launched the system in the field, Gradual, starting from the
249 academic year 2003-2004.

250 Currently post high composition gradient, which offers by institutions of higher education in Algeria had set
251 out basic provisions in law 99-05 of the year 1999, as well as Executive Decree 98-254 of 17 dated 1998 until
252 the demise of this system. Either higher configuration for Bachelor and masters In 2014 the thesis Charter was
253 issued which is a reference guide codifies the agreement between doctoral student, supervisor of the thesis, and
254 Chairman of the configuration in PhD and Director of laboratory support configuration.

255 There are about 70 Doctoral School in Algeria. It also considered the University of Oran, which includes 16
256 Doctoral School University that hosted the largest number of doctoral schools in the country. Add to that, one of
257 the most important and largest doctoral schools in Algeria is a French doctoral school established in cooperation
258 with the French Ministry of Foreign Affairs. Also, it should be noted that the Organization of PhD programs
259 in accordance with current doctoral school model is not at all universities because there are some universities
260 that offer doctoral programs without hosting a school doctor. As he is entitled to all universities and university
261 centers to host doctoral programs.

262 Through sharing the chainsaws and regulatory decrees and decisions related to the configuration in the PhD
263 that we tried to mention briefly in the previous paragraphs, we can say that these texts as long as the issue of top
264 legal legislative State applicable as they craft In effect. Therefore, our objective in this paper, not criticize them
265 as a graduate-being organized for promotion of graduate students and improve the quality of higher education in
266 Algeria, but we should track how the actual application of these rules in the configuration process after graduation
267 And strategies of the handle in Algerian universities.

22 II. CONDITIONS FOR THE ADMISSION OF STUDENTS IN DOCTORAL PROGRAMMES

268 19 c) University configuration at university of kasdi merbah 269 Ouargla

270 Ouargla kasdi Merbah University is a State University, like any higher education institution, whose mission
271 is to provide higher education and research, and providing services to the community. The total number
272 of students enrolled in University of kasdi merbah Ouargla. New entrants ' 2013 ' BAC Enrolled in the
273 phase I-bacholar Enrolled in the phase II-master Enrolled in the phase III-PHD Enrolled in the classical
274 system Enrolled in master Enrolled in PHD Foreign enrolled in university studies (11 nationalities) Enrolled
275 in the certificate in legal profession (CAPA) <http://www.univ-ouargla.dz/index.php/fr/accueil/presentation-de-l-universite/l-universite-en-chiffres>

277 20 d) Organization of graduate programs at the University of 278 kasdi merbah-Ouargla

279 University of Ouargla started to apply configuration program later gradient to students graduating in 1997 in
280 limited disciplines where the number of students enrolled in the masters in the same year only 14 students either
281 outcome studies after graduation (PhD) the number was initially estimated at about 59 only recorded, to adapt
282 with the changes in the environment of higher education at the local, national and even global, The University
283 multiply this number relatively fast pace during the school year a total of 2013-2014, the number of students
284 enrolled in programs of studies after graduation 1516 student, enrolled in 39-party program distributed to 342
285 students registered in master, 933 registered in the doctoral science, 33 students recorded Doctoral School, and
286 208 registered doctor LMD system. Total graduate students can be observed through: We seek through counting
287 the scientific outcome of graduate researchers, scientific output in theses that have been discussed and published
288 scientific articles to University of kasdi merbah Ouargla meant it created for constructive criticism and objective
289 from official statistics and facts registered And notes that evaluated through practical application of strategies
290 used in configuration in post Grad University kasdi merbah Ouargla, focusing exclusively on scientific days for
291 doctoral students in advanced years, which considered them as a strategic plan for managing change on the
292 formation of the students After graduation in the University and the difficulties that delayed delivery of timely
293 research and promote a culture of sustainable scientific research output increase which of course reflected on the
294 performance of the University Foundation.

295 21 e) Procedures for configuration of graduate students at the 296 University of kasdi merbah-Ouargla i. PhD Programs in 297 General

298 With the introduction of the Algerian Government (2004) of reform process aimed at transforming higher
299 education system gradually to tertiary structure according to the Bologna process. Reform has been fully
300 implemented at the level of Bachelor, master. The new system is implemented at the doctoral level in 2010.

301 As a result of the introduction of the reform process, PhD programs offered in Algerian universities are
302 organized in accordance with two organizational models (Classic system-system of LMD). But the former model
303 is usually the PhD level.

304 General Regulation and supervision system of doctoral programmes in various universities in Algeria is the
305 competence of the Ministry of higher education and scientific research. Doctoral programs overseen by the
306 Directorate within the Department of graduate studies and research and training. There are three centers
307 regional deliberations (East, West and Centre) under the auspices of the Ministry, which is responsible for
308 relaying information and coordination of higher education at the regional level. These deliberations centres are
309 also responsible for approval, and directing the accreditation of higher education institutions to the Ministry.

310 Ministry of higher education and scientific research is also responsible for the adoption of the doctoral
311 programmes organized by doctoral schools. This work is done through ' accreditation comitte' directly related to
312 the Ministry. Even diplomas awarded upon completion of all levels of higher education (graduation and graduate)
313 are accredited by the Ministry of higher education.

314 22 ii. Conditions for the admission of students in doctoral 315 programmes

316 Configuration in the classical system after graduation as two phases. The first stage is the stage of configuration
317 to get master degree or equivalent certificate (top can also enrol without contest) this phase lasts two years and
318 culminating in the finals and then discuss theses of master in public before the Committee made up of three
319 to five members who assess the content of the theses masters with note (acceptable, nearby, good, very good)
320 qualifies the student to move into phase 2 (Ph). Admission in PhD programs is open to all master's degree holder
321 note good, very good, nearby good only or a diploma equivalent to a master's degree recognized, admission on a
322 competitive basis and each higher education institution is responsible for regulating the procedures for admission

323 to the doctoral schools. Students wishing to enrol in doctoral programs must first submit a written application
324 and then undergo an oral examination.

325 In the new system (LMD system) admission to the student in a PhD program (phase III) on a competitive
326 basis and the higher education institution is responsible for regulating the procedures for admission to the
327 doctoral schools. Opens the configuration in tertiary enrolment through national competition where the winning
328 candidate student study masters or diploma recognised equivalence. After the written test is performed for the
329 accepted candidates their files, and every student is successful in a competition doctor tertiary subject to a three-
330 year composition according to the following procedures: in the first year—that can regulate the form of doctoral
331 schools-research subject are determined by agreement with the supervisor To have higher education professor or
332 lecturer and could help partner in framing and pursued doctoral thesis editing delivery since the first year until
333 the third year, the evaluation is done at the end of each hexagon (January, June), based on the percentage of
334 student's progress in completing his research, which should be discussed before the end of the Third academic
335 year.

336 **23 iii. Number of candidates admitted to the doctoral schools**

337 The number of candidates admitted to the doctoral schools every year decided by the Ministry of higher education
338 and research on the proposal of the higher education institutions. The number of candidates tied to the size
339 and capacity of each school doctor and every specialty needs, according to the capacities of the higher education
340 professors. Perhaps the last reason given the critical importance of effective scientific supervision process under
341 high numbers attending doctoral programs can be realized, as this may lead to delays in finishing the complete
342 thesis on time because the professors will be burdened with an excessive workload.

343 **24 iv. Attract members of configuration for the doctorate**

344 The University is attracting academics with high efficient to supervise doctoral students and followed them during
345 their formative period. This constituent is required to be higher education professor or lecturer, and attract
346 foreign universities professors to benefit from their expertise while configuring doctoral students.

347 **25 v. Configuration process in doctorate**

348 As previously noted, the regulatory texts to register under the classical system science PhD and even existing
349 ministerial decisions under the MLD system configuration planning PhD does not include any dumping of
350 mandatory lessons. Because this stage recognize the scientific value and even the public to take lessons. This is
351 reflected through explicit thesis Charter paragraph' is a composition in the doctorate of professional experience
352 in the sector of research and innovation, so that the holder at the end of configuration has gained not only
353 scientific and technical competencies in the field of research, but also other skills necessary to lead a project with
354 all Independence'. Through these configuration process set out above clearly shows the complete transformation
355 of the traditional configuration techniques in the new configuration of students of phase III (doctorate of LMD)
356 which is in the form of seminars, symposiums, discussions, field trips, visiting foreign lecturers, workshops Doctor
357 and detective work. These methods will give the best practical learning experience for improvement in the quality
358 of doctoral graduates.

359 University is also organizing seminars, conferences and forums, both national and foreign, and the participation
360 of the doctoral candidates is open and available to all interested in it. Here is the main objective of this Committee
361 shows through reducing cases of asking students to research subjects don't report them or subjects not searchable
362 or not serve economic and social development in Algeria.

363 **26 vii. Synthesize all research topics**

364 Before this effort to synthesize scientific research, there was no trace of any organized database where the
365 researcher or registered in doctorate finds all areas discussed above, the absence of this action previously lead
366 to duplication or reproduction of the same research work, and That's what might sign some enrolled in PhD
367 in floundering and someone's trying to change his research field or topic of study in whole or in part. Today
368 illustrated compilation and filing of completed research work at the University of Kasdi Merbah Ouargla in paper
369 and electronic library in various research laboratories of the faculty to be displayed to the students easily.

370 **27 viii. Supervision System**

371 Each supervisor on a thesis Director is responsible for the supervision of doctoral candidates, and the work they
372 do. According to resolution 250, supervisor of the doctoral candidate must have higher education professor or
373 qualified researcher to supervise doctoral dissertations, research teams and projects. In addition, the supervisor
374 may appoint an assistant supervisor to help him oversee registered PhD.

375 Legally, the supervisor can supervise two to three doctoral candidates at once. However we may find there
376 to supervise four doctoral candidates, and that in the absence of qualified supervisors to oversee the doctoral
377 candidates. In addition to their supervision of doctoral candidates, supervisors shall also supervise the graduate
378 students (Master students). As a result, you may find the same supervisor supervise eight candidates at one

31 XI. TRACK THE PERFORMANCE OF STUDENTS AND SUPERVISORS DURING THE SEARCH

379 time. And the lack of qualified supervisors now considered among the major challenges facing doctoral programs.
380 However, there are also qualified supervisors and even higher education professors and researchers who qualify
381 often but they refuse to supervise doctoral candidates. This rejection can be explained by the heavy workload
382 and the inadequate compensation associated with this type of work. As doctoral school managers ' supervisors
383 (qualified) often lack the necessary motivation or interest to do supervising thesis. '

384 28 ix. Providing University Financial Grants

385 Usually, the University financial Grants provided based on financial need for each student and these grants
386 provided to cover the costs of University research through years of regular registration in the PhD, in this case
387 each student recipient of University financial grant that does not use it for personal needs but exploited in
388 scientific research only.

389 The University also offers, in some cases, short term grant for doctoral students (LMD) to facilitate scientific
390 posts in such kinds of activities outside the University after the submission of an updated file before date of at
391 least 20 days Forum, an opportunity transfer doctoral students abroad after grant Arrival based on the letter
392 of the University or research laboratory hosting in accordance with conditions specified by the University. In
393 addition providing grants to complete the configuration in doctorate abroad on scientific merit of the student
394 (team of consultants within Technopolis Group, 2015).

395 29 x. International cooperation and mobility of doctoral students abroad

397 The international cooperation between Algerian and foreign universities seen at doctoral level is evident through
398 the French-Algerian cooperation, this is primarily historical, political and linguistic links between two countries,
399 add to this that most projects that facilitate student mobility abroad came to contribute to the implementation of
400 The Algerian higher education system reform under the Bologna three-cycle model of higher education (Bachelor,
401 master, doctorate), which facilitated the mobility to and from Algeria to the student and teacher alike.

402 It also allows French-Algerian scholarship programs for student financial aid (60% from the French Government
403 and 40% from the Algerian Government) for studies in France.

404 Add to that the opening of the European Union Tempus programme in 2002, coinciding with the growing
405 reform process-start thinking about adopting reform Algeria-especially in French-speaking countries where three-
406 phase system was introduced. It was as a catalyst for change in the curriculum, governance, quality assurance and
407 institutional restructuring. Tempus projects also helped overcome some of the barriers between higher education
408 and the economic sector.

409 30 ? TEMPUS

410 Since 2002, Tempus projects have worked to promote the following activities:

411 ? Participate in the development of international cooperation between national institutions of higher education,
412 and higher education institutions in the EU countries and those institutions located in the South of the
413 Mediterranean; ? Monitor and support implementation of courses reform of higher education which saw the
414 introduction of tertiary gradient to BA, PhD, particularly in designing undergraduate courses; ? University
415 institutional partnerships;

416 ? Establishment of a distance-learning floors and train teachers in the delivery of distance education; ? A
417 system of balances is comparable with the European system for the transfer and accumulation of credits (ECTS);
418 ? Training of administrative staff to assist them in the management system of Bachelor, master and doctorate;
419 ? Encourage mobility of staff and students;

420 ? Rethinking about the establishment of a system of quality assurance in higher education.

421 Regarding the University of Ouargla kasdi merbah has held several exchanges and cooperation agreements
422 with several academic institutions and foreign research represented on: two projects within the programme
423 of Tassili (France), Tunisian-Algerian cooperation projects, cooperation agreement 49 (29 on the national level,
424 international level 25 with 7 Countries) with: University of Paris 10 Nanterre, the Jordanian Yarmouk University,
425 Mohamed v University in Rabat, Morocco, Mohamed I University, Oujda, Morocco, Tunisia, Manouba University
426 Arabic Academy opened in Denmark, the University of Strasbourg -France, University of applied sciences-Finland,
427 University information technology won -Finland).

428 31 xi. Track the performance of students and supervisors 429 during the search

430 This process is designed primarily to address failing in the least commitment by PhD or at least commitment by
431 the supervisor or the burden of a supervisor. The strained relationship between doctoral students and supervisors
432 will lead to failing during completion of the thesis or dissertation in delayed completion deadlines. At the moment,
433 students and supervisors, but after the introduction of the new system (doctor LMD) and in accordance with
434 the Charter of the thesis currently charged to the student and the supervisor must submit a progress report

435 at the end of each Hexagon shows the toll offer research work with prospects, and in cases where someone is
436 unhappy about the other, it is allowed to student to change his supervisor, and the supervisor allowed to abandon
437 overseeing student based on these reports.

438 **32 xii. Handling procedures in case of delayed completion of 439 the work**

440 For the duration of the completion of the graduate program in classical system, the first graduate level (masters)
441 ends within a period not exceeding two years, and postgraduate level II (doctor of science) in three. Doctorate
442 programmes either for the length of the regular preparation of the thesis is three consecutive academic years.

443 But in practice, the students will take two and a half years to get a master's degree, and five years for PhD.
444 as the study team of consultants within Technopolis Group (2010) that 20 per cent of doctoral candidates in the
445 Doctoral School of Nano-science articles, And nanotechnologies, wenanomitiring Oran University had graduated
446 after spending four years and 20 per cent spent five years and the rest of the graduate programs usually take the
447 candidates have six years to complete the thesis. Doctoral School of environmental science, University Houari
448 Boumedienne, takes up most of the doctoral candidates six years to complete the thesis.

449 PhD student who is work late consuming supervisor time and deprives him of his opportunity to supervise a
450 group of other students or depriving other students of his choice as a supervisor on their research. Therefore, we
451 find that there are two actions are taken when a student is late in completing the thesis, the first procedure is the
452 extension of one or two years on an exceptional basis if still within the time limit prescribed for graduating. The
453 second measure is the removal of the PhD program PhD research theme draws record Central theses features.

454 Recently, the length of doctoral programs and delayed completion rates candidates thesis on time considered
455 among major challenges within doctoral programmes in Algeria. There are many reasons why repeated in official
456 meetings and informal encounters with PhD students of advanced years, University kasdi merbah Ouargla and
457 regard it as the cause of their inability to complete the graduation thesis during the official three years which
458 including: ? The fact that the doctoral candidates must publish an article in a specialized scientific journal
459 before they can discuss this thesis. This obligation usually delays the completion of the thesis doctoral candidate
460 hampers discussion in just three years. ? doctoral students are not much different from putting students enrolled
461 in the gradient (Bachelor, master) except for the fact that they are eligible for the monthly grants which are
462 relatively high and benefit from overseas training scholarships in addition to using the PhD charters to recognise
463 the fundamental rights and duties Doctoral candidate was adopted only recently.

464 Teaching process besides research is not mandatory for the PhD student during the PhD programs and
465 institutions of higher education, and is not claim to provide teaching for doctoral candidates. However, in some
466 cases, universities offer doctoral candidates the possibility to teach specific classes within six to eight hours per
467 week only.

468 It is noted that in some specialists, there are students of PhD even under the new system actually receive
469 teaching positions at the University level, there are students in the masters and engaged in teaching at the
470 University and in such cases, the doctoral student's educational activities not directly related to his thesis.

471 **33 xiii. Doctoral thesis and viva**

472 After you finish editing the thesis once the student gets approval from supervisor and publish an article in a
473 scientific journal, and after completion of the third academic year of the PhD program the PhD student becomes
474 eligible to defend his thesis and then can apply for thesis viva. Once you apply for a thesis viva, doctoral schools
475 to designate members of the viva, the moderator of the latter usually specifies by Scientific Council of Doctoral
476 School, after consultation with the Scientific Committee in the third phase, upon the consent of the Director
477 of the PhD school are configured A viva of four to six members should be experts in the field, the majority of
478 the faculty members of the University. It must be one or two members of the viva from outside the host higher
479 education institution for the PhD program. The Director of the thesis (supervisor) as rapporteur for the viva.
480 After you set the viva members, thesis is distributed among the members of the viva. This body must submit
481 a written report about the thesis within sixty days. Members of the viva were to hold a meeting to discuss the
482 thesis project and it gives the viva agreeing to discuss the thesis, or condition the debate with some modifications,
483 or deny the discussion. Doctoral candidate has no right to appeal against the decision of the viva. If the viva
484 gave its consent for thesis, doctoral candidate must prepare himself and make an oral presentation on the date
485 specified for discussion after discussion with the doctoral candidate, members of the viva is deliberating behind
486 closed doors. Usually a candidate is given the degree of supervisor. Thesis is usually open to the public.

487 **34 xiv. Career options after graduation**

488 Holder of PhD qualified to work in public and private sector alike, but generally known that most PhDs in favour
489 of work as professors in higher education institutions in Algeria and even beyond. This does not negate the
490 existence of the category you prefer nonacademic career options such as managerial positions within universities
491 or outside the University or even creating special projects, but the decision about what is the path that will be
492 taken after completing doctorate differs from one individual to another. Because the selection of career usually

36 C) STUDENTS ENROLLED IN PHD PROGRAMS

493 linked personal ambitions, and presentations are available in the labour market, and primarily the original reason
494 that pushes students to pursue higher studies.

495 Through the analysis of the reality of Algerian universities doctoral students configuration under the higher
496 education system reform and tertiary system we could reach a conceptual model building as a system of input, and
497 key and supportive processes to obtain positive outcomes in the thesis in time, Or negative outputs represent the
498 core of the problem that we are trying to solve it is the length of time to complete the doctoral program leading to
499 the decision to write off student registered list. System components also interact in a dynamic environment where
500 control needs of the labour market. ? It is important for Governments to reconsider its goal to encourage doctoral
501 enrolment, Governments must carefully monitor whether these high ratios in doctoral programmes will lead to
502 the desired results or will they burden whittling him sacrifice of generations of candidates PhD if a delayed their
503 completion of scientific researches; ? Current expansion in the number of universities and their student enrolment
504 will require substantial human and financial resources to cover the shortfall in private and to supervisory process
505 configuration in doctoral programs and supervise doctoral students must submit by the specialized frames and
506 qualified to do so; ? Governments must ensure quality assurance also in doctoral programmes, especially at this
507 stage of coexistence between the two systems and also under increased demand for doctoral programs which may
508 influence the quality vs quantity.

509 35 b) For senior management in universities

510 ? Decision makers should be at senior management levels with more open with students of doctoral programs with
511 regard to extrusion rates of and provide clear information about the careers of doctorate degree holder, especially
512 for graduates who aspire to work in traditional academic positions Only; ? Decision makers at higher levels in
513 the universities must believe that the doctoral level is the most important level in University and configuration
514 stages is an investment benefit the rest of future levels especially contribute to solving the problem of supervision.

515 36 c) Students Enrolled in PhD Programs

516 ? Students should take into consideration whether the doctoral program he has chosen is really suitable for
517 personal goals, interests and aspirations of the labour market; ? They must believe in the research time because
518 the most effective way to complete your dissertation on time especially enrolled in the new system (three years);
519 ? PhD student should be aware that obtaining a doctorate is a serious commitment in time and effort, with no
guarantee of a career or future profits by doing this research. ^{1 2 3}

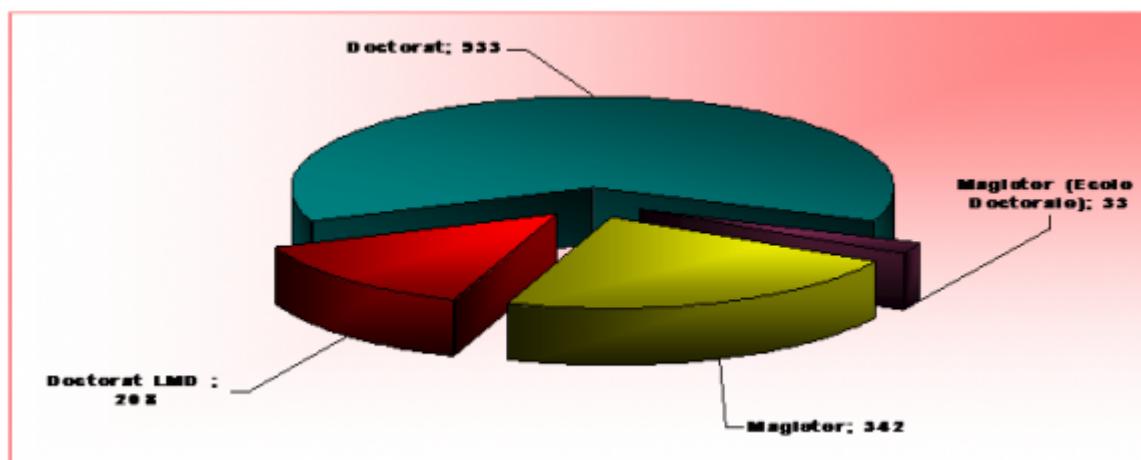


Figure 1:

520

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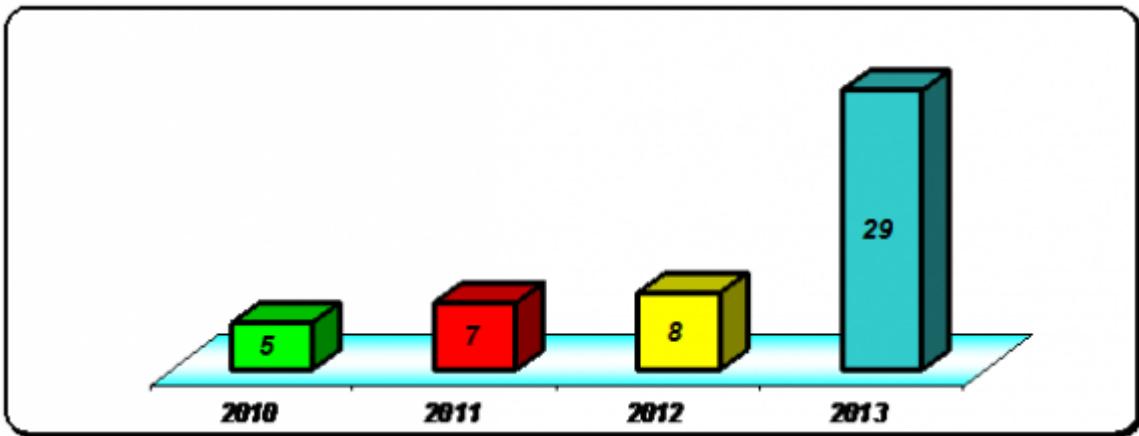


Figure 2:

1

	1962\196369\197079\198089\199099\200099\201010\2011	Number of students enrolled in the graduate (BA (classic	2725	12243	57445	181350	407995	1034313	1077945
Number of students enrolled in post graduation (MBA, PhD science	156	317	3965	13967	208464	58975	60617		
	Total	2881	12560	61410	195317	428841	109322881138562		

Source: Ministry of Higher Education and Scientific Research, Algeria

Available at: <http://www.mesrs.dz>, (accessed on 20 /19/2014)

Figure 3: Table 1 :

2

25601
4400
18604
5669
208
352
375
933
115
1200

Figure 4: Table 2 :

36 C) STUDENTS ENROLLED IN PHD PROGRAMS

3

	TEMPUS IV			TEMPUS		TEMPUS	1990-1999
	2012	2011	2010	2009	2008	2002- 2004	
Joint projects	4	3	5	4	3	16	?????
Integrated projects	0	0	0	0	0	0	?????
Tempus III structural measures and complementary Tempus IV structural measures	1	0	1	2	0	8	?????
Total	5	3	6	6	3	24	????

Figure 5: Table 3 :

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522 ') team of consultants within Technopolis Group, Study on the organisation of doctoral programmes in
523 EU neighbouring countries -Algeria'. <http://www.mesrs.dz> Available at: www.technopolis-group.com, 20
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528 [Khednh ()] *configure the graduate students at the University, note MA sociology, unpublished, faculty of science*
529 *and economy, Sociology Department, specializing in the development and management of human resources*,
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